MRS. SYLVANUS REED'S

SCHOOL.

NOS. 6 & 8 EAST 53D STREET,

NEW YORK.

1883

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MRS. SYLVANUS REED'S

ENGLISH, FRENCH, AND GERMAN

BOARDING AND DAY SCHOOL,

FOR YOUNG LADIES

NOS. 6 AND 8 EAST 53D STREET,

(CENTRAL PARK, BET. MADISON AND FIFTH AVES.)

NEW YORK.

FOUNDED 1864.

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* Indicates that daughters or members of the family have been pupils.

In 1864, when my first prospectus appeared, my School was a thing of faith. I knew that in the city of New York there was room for a girls' school of the rank and character which I determined to give to mine. I believed it possible to train up a generation of women, who would find, in the legitimate sphere which civilized society and the Christian Church have assigned them, ample scope for the exercise of their noblest faculties and their highest attainments. Those who knew me best gave proof of their confidence by sending me their daughters, and at the end of the second year my School ranked with the oldest in the country.

I must not fail to attribute much of my great success to the home training of pupils. They are drawn chiefly from families of the highest social and intellectual culture, and the grace of the school-room has been the reflection of many a domestic altar and genial heart. And yet, commencing at a time when the whole fabric of society was shaken by a great political convulsion, when the young were possessed with the excited and exaggerated spirit of the times, I had much to contend with.

I have not tried to perform miracles ; but, in the quiet, healthful, and earnest tone, in the cheerful devotion of duty, and in the sweet spirit of charity which prevades my School, and to which teachers and scholars can bear witness, I feel that I have accomplished what I have promised.

I am confirmed in the belief that education and religion cannot be divorced, and that, as each passing hour meets the claims of body, mind, and soul, the being grows into a completeness which a one-sided education never can exhibit.

Gathered, as our numbers are, from various climates and different homes, and at the tenderest and most delicate age, we have cause for the deepest gratitude to the LORD and Giver of Life, that He hath preserved us all from "the pestilence that walketh in darkness, and from the sickness that destroyeth in the noon-day." "A thousand have fallen beside us, but death hath not come nigh us."

The course of education is designed to give a breadth of culture beyond the usual routine of schools. Young ladies who have graduated at some of the best high schools, academies and colleges in the country have found much work to do before earning the dipolma of this School.

Parents should be most careful in the selection of a school for their daughters, but when the selection is made there should be perfect loyalty to the school and its interests. If a pupil is allowed to enter weeks after classes have commenced, and to be irregular in her attendance, the school is not responsible for the superficial and fragmentary character of that pupil's education. If the pupil is allowed to devote more time and money to dress than to education, the teacher is not accountable if her body is better clothed than her mind. By asserting school claims and engagements as paramount to all others, the standard of scholarship is raised and the school is saved from a class of floating pupils who are only a hindrance to those who seek to do their duty.

Long experience should make one wiser and more efficient in a work to which the best energies have been devoted, and I trust that the plans for coming years may meet continued favor.

CAROLINE G. REED.

A Paper Read June 8th, 1883.

The body of resident pupils constitutes a most important and interesting feature of this School, one which makes much of its reputation, and which requires the most delicate and careful treatment. These resident pupils in a metropolitan school differ greatly in character and pursuits from the resident pupils in colleges and boarding schools for girls in smaller towns.

One-half of these pupils are young ladies who have perhaps finished a course of English study in some of the excellent schools which are found in every part of this country.

Their parents then seek for them broader and more thorough attainments in special branches, and also that discipline and training which fit them to fulfil the duties and responsibilities which devolve upon those who are called to high stations, who are to stand as landmarks in their generation.

This phase of education can with difficulty be formulated, and progress in it cannot be tested by an examination, nor be graded by marks, and yet no person should dare to assume the office of guardian and guide to the daughters of the rich and powerful classes in this country who has not devoted to the subject much philosophical study, and who does not appreciate the underlying necessity of a scientific and objective grappling with the difficulties of this feature in the education of women, and especially American women.

These young girls when they take the first survey of the life upon which they are about to enter find themselves members of a political and social system in which the child born in the prison or the alms house, the waif who has floated hither from any country on the globe, may claim the privileges and exercise the functions of a

citizen at an age when she is still in a state of pupilage. Wherein, then, must lie the conservation of the dignity and purity of American society but with those who, by birth and breeding, inherit a higher culture, and who by fortune can command the greatest social and educational advantages.

These young women must be taught that they are bound to exhibit to the world and to transmit to posterity the highest type of womanhood. The higher education of which our women stand most in need will be found in a system of social ethics which shall teach them the duties and obligations which grow out of their various relations in life. They should not be beguiled into seeking greater spheres for women, nor into looking abroad for responsibilities which lie ever at their doors. They must be taught that to do their whole duty in that state of life into which it has pleased God to call them, all the gifts of intellect and of affection with which they are endowed will be fully exercised. Should all other relations fail, the Divine Master has said that "The poor ye have always with you," and the work of infusing into the dark and stifled places of our social system the ozone of a purer and higher atmosphere will dignify and hallow the loneliest lot.

Those who teach and inculcate this system must be animated by the exalted motives, and do their work with the enthusiasm of a Christian vocation.

I am moved not only by a deep sense of justice, but by love and gratitude, to mention the names of those who have during this and many years strengthened my hands in this serious and responsible work.

The teachers of the School, Miss Watson, Miss Peebles, Miss Gaylor, Miss Forbes, Miss Styles, and the foreign teachers have reported the statistics of their work. I bear glad and heartfelt testi-

mony not only to their fidelity and judicious management, but also to that of Miss Anna Key Thompson who, for eleven years, has been my efficient and accomplished chief of staff in the complicated duties of the home school; and of Miss Peebles in her capacity as superintendent of the home study of resident pupils; and of Fraulein Moewis, a lady of rank herself, whose experience in training young ladies to fill places of honor in foreign countries renders her a most suitable assistant in all that pertains to the conventional canons of good breeding and good manners; and also of the other ladies of the home school whose special duties are the oversight of sanitary details, the guardianship of pupils at concerts, lectures and places of interest and improvement, and the routine of daily life.

These *mothers by grace* often equal the *mothers by nature* in tender solicitude for those in their charge. In judgment and discretion they often surpass them. Mothers by nature have experience limited to their own daughters. We have had experience with hundreds, and as with skilful physicians, in all that pertains to methods and treatment our empirical and professional knowledge must go hand in hand.

During this year between sixty and seventy young ladies have been registered as resident pupils. A list of their names, as well as the spirit of repose and of gentle deference to rules which pervade this large household, indicate that its members represent families of refinement and culture, and that great care is taken that incongruous and disturbing elements are not admitted.

Course of Study.

This School is divided into Primary, Preparatory and Collegiate Departments.

The Primary Class consists of two divisions. The average age is from eight to twelve years.

The Preparatory Class consists of two divisions. The average age of the pupils in this department is from twelve to sixteen years.

The course of study in the Collegiate Department occupies a period of four years. This course has been elaborated with great care, after long experience, and patient consideration of the subject. While less full in some departments than the course set forth by colleges and universities for men, in many respects it is far more comprehensive and extensive—and in the opinion of the founder of this school a better preparation for the future lives of women.

PRIMARY CLASS.

French, Elementary Speller, Writing, First Reader, Roman Numbers, Tables, the Four Fundamental Rules of Arithmetic, Primary Geography, Poetry, Bible Recitations, Singing, Sewing.

PREPARATORY CLASS.

First Division. French, Poetry and History, Appleton's Standard Geography, Spelling, Dictation, Oral and Written Exercises in formation of sentences, Arithmetic as far as Interest, Fifth Reader, Elocution, Hooker's Natural History.

Second Division. French, English Grammar, Composition, Arithmetic finished, with metric system, Reading, Elocution, Ancient Geography, Schmidt's Course, with Long's Classical Atlas, Mythology.

COLLEGIATE DEPARTMENT.

Christmas Term. FIRST YEAR. *Trinity Term.*

French Language.....
German " .....
Latin " .....
Greek " .....
Algebra (*Peck*).....
Zoology. Botany (*Gray*).
Old Testament History (*Maclear*) once a week.....
Ancient History (*Rawlinson*).....
Bain's Higher English Grammar.....
Ten Essays of Addison; Lecture of Thackeray, on English Humorists.

SECOND YEAR.

French Language.....
German " .....
Latin " .....
Greek " .....
Plane, Solid and Spherical Geometry (*Davies*).....
Natural Philosophy. *Peck's Ganots.* Chemistry (*Roscoe*).
New Testament History (*Maclear*) once a week .....
German History (*Freeman's Course*). French History (*Freeman's*).
Rhetoric (*Quackenbos*). English Literature (*Stopford Brooke*).
Ward's English Poets. Play of Shakspere (*Macbeth*).

THIRD YEAR.

French Language .. ..Latin Language.....
German " ....Greek " .....
Conic Sections (*Peck*). Trigonometry (*Peck*).
Geology (*Dana*). Moral Philosophy (*Peabody*).
Hist. of England (*Freeman*). Constitutional Hist. of Europe (*Hallam*).
Arnold's Manual English Literature. *March's* Anglo-Saxon Reader.
Portions of the Essays of Bacon, Paradise Lost, Faerie Queen.....

FOURTH YEAR.

French Language..... .. ....German Language.....
Latin " .....Greek " .....
Differential and Integral Calculu. Astronomy (*Newcomb* and *Holden*).
Psychology (*Bain, Hamilton, Hikock*). Logic (*Jevon's*).
History and Constitution of U. S. Political Economy (*Rogers*).
Bain's Composition and Rhetoric, with Essays.....
English Accidence, Reading of Chaucer (*Morris*).....
Fine Arts (Lectures), (*Professor Goodyear*).

N. B.—Etymology, Elocution, Writing, Composition, Singing (*solfège*) are exercises common to all Classes.

The Courses in *Latin*,1 in *German*,2 and in *Mathematics*,3 *after Elementary Algebra* are considered as equivalents, and but one of them is required.

One modern language, and "English Language and Literature" obligatory. All others *elective* after second year.

THIS SCHOOL PROVIDES ALSO THE

Course of Preparatory and Collegiate Study for Women Adopted by Columbia College.

Pupils are allowed to study only *two* languages at the same time in addition to English.

Lectures.—Dr. Labberton lectures throughout the year on History. Prof. Goodyear lectures all the year before the class in Fine Arts, with stereoscopic views.

Classes in Chemistry, Physics, Astronomy and Geology are under the charge of Dr. Bowen, of Columbia College School of Mines, a pupil of Bunsen.

Drawing and Painting under the charge of Mr. T. W. Dewing.

Especial attention is called to the provisions made for the study of Modern Languages. Classes in German and in French Literature will be taught as heretofore, by Prof. Menco Stern in German, Mons. Porret in French.

Young ladies who have finished an English Course elsewhere, or who desire to supply deficiencies in their former education, or to pursue particular studies, may have Special Courses arranged for them in higher English Criticism, Political Economy, History, Psychology, &c.

Music, vocal and instrumental, is carefully taught by the best masters in the country. Pupils are taken to the Rehearsals and Concerts of the New York Philharmonic Society, Symphony Concerts, and to hear eminent European artists who visit New York.

Great care has always been taken to cultivate correct taste in every Department of Fine Arts. The facilities which New York affords to promote advancement in this branch of education have ever been at the disposal of this School. Architecture, Sculpture, Painting, Ceramics, Decorative Art, Embroidery, Engraving, are practically illustrated by visits to public and private collections with competent teachers.

Classes for Dancing are taken to Dodworth's Dancing Academy.

The Riding Class attends Dickel's Riding School.

DAY SCHOLARS. In contemplating the history of this School the founder must bear testimony to the fidelity with which the parents of the day scholars conform to the requirements of the School. They are careful about the books read by their daughters at home; they do not allow them to go to *matinees* nor to the *public parks* unattended; and they so shape their domestic arrangements that pupils are usually all in their places for Morning Prayer. The first ten minutes forms the keynote of the day, and many fathers and mothers have taken pains to bear testimony to the influence of the brief counsels then given upon the lives and characters of the daughters.

The unprecedented health record of this large school from the beginning proves conclusively that, with proper management at school and the co-operation of parents at home, a high standard of health and a high standard of scholarship are entirely compatible.

RESIDENT PUPILS. MRS. REED assumes the guardianship of her resident pupils, and she will not share the responsibility with any person who is not accountable to herself. While she makes their home with her attractive and comfortable, she is sure that they are surrounded by those wholesome restraints which are necessary to their safety and happiness. As the indulgence of friends is often the source of anxiety to herself and mischief to her pupils, Mrs. REED does not allow her pupils to make visits in New York or the vicinity, except at her discretion, *nor can they receive visitors*, except those introduced by parents or guardians, and then only at her option.

Pupils must not be interrupted during class hours, *nor will they be allowed to make visits with friends at the hotels of the city.*

Resident pupils never go into the streets of the city unattended by a governess or other responsible person. Parents are requested to observe this rule, which is necessary in order to prevent numberless complications.

GOVERNMENT. In the first circular issued by this School it was asserted that its discipline would be based upon those principles of Christian courtesy which are the foundation of all true order, politeness and refinement. The fact that several years often pass without

the necessity of a reprimand from the principal of the School either to an individual or class, will prove that too much was not assumed in the beginning, that to prevent the growth of evil we must pre-occupy the ground with good, and that the discipline which seeks to liberate the fine gold from the dross in character, must be submitted to the fervour of unfailing love.

SITUATION.—This School occupies buildings erected for the purpose. There are the usual drawing-rooms and library; also a spacious hall for chapel services, lectures, musical and general exercises. The class-rooms are large, well-ventilated, and well warmed; and sleeping rooms are all light and arranged for single occupants, when desired.

A large Dining Room and Class Rooms and Bed Rooms have recently been added to the house.

N.B.—An ELEVATOR added this year renders access to upper rooms more easy.

One of GOUGE'S patent ventilators was put into the building last year.

The *cuisine* is under the charge of a *maitre d'hotel* of reputation, and the health and comfort of pupils are ensured so far as possible by generous and well-ordered domestic arrangements.

Parents are requested to provide quiet and simple dress for their daughters. Pupils are not to wear jewelry at School.

The Central Park affords opportunity for daily exercise, as well as for the study of Natural History. The neighborhood of the Lenox Library, the Metropolitan Museum, and of several leading churches of the city renders the situation peculiarly appropriate for a school.

TERMS.—Board and Tuition in English, French, Latin and German, per annum, - - - - - - $900.00.

Seats in Church, use of piano, and laundry, at cost.

Young ladies will furnish their own sheets, pillow-cases, towels, and table-napkins.

N.B.—A deposit is *required* to meet incidental expenses which are sanctioned by parents, for which full account will be rendered.

DAY SCHOLARS. Tuition in English, French, Latin and German.

Collegiate Department, Third and Fourth year, - -	$300 00
" " First and Second year, - -	250 00
Preparatory Class, per annum, - - - - -	225 00
Primary Class, First division, - - - - -	200 00
" " Second division, - - - - -	150 00
Infant Class *in advance*, - - - - - -	100 00
Fuel, - - - $6.	

Bills for Board and Tuition are to be paid *in all cases on the entrance of the pupil and on February 1st.*

New pupils will be received at any period, *and will be charged from the date at which they have engaged to enter, to the end of the year.*

N.B.—No deduction will be made in board or tuition for the first month, nor for absence. If the pupil is withdrawn before the close of the School year full payment for the year will be required.

The terms for instruction in Music, Italian, Spanish, Drawing, and Painting, Dancing, Riding, Needle Work, and other accomplishments, are regulated by the teachers employed.

Printed copies of the rules will be furnished to each pupil, and semi-quarterly reports will be sent to the parents.

Mrs. Reed will be at home after the 15th of September. Address all communications, letters, etc., to Mrs. Reed, 6 East 53d Street, New York City.

CALENDAR.

The School year begins October 3d, and ends the second week in June.

VACATIONS.—Two weeks at Christmas, One week at Easter, Thanksgiving Day, Ash-Wednesday, Washington's Birthday and Decoration Day.

N.B.—Students prepared for entrance and collegiate examinations of Columbia College.

AVERY CLASSICS